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ABSTRACT

The Beginning Teacher Assistance Program (BTAP) was piloted in the state of Washington during the 1985-86 school year. Each of 89 beginning teachers was assigned a mentor teacher to provide continuing and sustained support during the school year. A survey of beginning teachers, mentors, and school principals at the end of the school year yielded several results, including: (1) improved perception about ability by teachers with mentors; (2) belief by beginning teachers that mentors positively affected their development; and (3) belief by principals that mentors positively affected the growth of beginning teachers. Morale and personal support topics wre discussed most often by beginning teachers and their mentors. Recommendations based on the program evaluation for the state and district level, mentors, beginners, and pricipals include: (1) redefinition of the concept "beginning teacher"; (2) reorganization of local orientation and inservice programs; (3) more assistance from mentors in classroom discipline and teaching strategies; (4) more observation by beginners of classrooms taught by mentors; and (5) greater involvement of principals. Appendices include state legislation and information about school district selection. (CB)

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REPORT TO THE LEGISLATURE
ON THE
BEGINNING TEACHER ASSISTANCE PROGRAM (BTAP)

(Chapter 399, Laws of 1985)

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JANUARY 1987

INTRODUCTION

The 1985 Legislature passed E2SHB 174 to establish the new Beginning Teacher Assistance Program for the 1985-87 biennium. The goal was to provide support and assistance to first-year teachers. Most beginning teachers need special help during their first year in such areas as teaching techniques, classroom discipline, curriculum design, and understanding local district policies and procedures.

The Beginning Teacher Assistance Program (BTAP) is administered by the Office of the Superintendent of Public Instruction (OSPI) in accordance with Chapter 392-196 WAC (see Appendix A).

In August 1985, OSPI issued a bulletin and application to all 299 districts announcing the availability of 100 beginning teacher and 100 mentor teacher positions for the 1985-86 school year. Ninety-one school districts nominated 507 beginning teachers from 313 school buildings. As specified by the legislation, OSPI established a geographical distribution formula based on the percentage of beginning teachers hired during the 1984-85 school year. Each Educational Service District (ESD) was assigned a quota from the 100 available positions. The State Superintendent selected school buildings from the 313 nominated, by lot, until the quota for each ESD was met. Those districts selected for the 1985-86 school year are listed in Appendix B. Beginning teachers were matched with experienced mentor teachers at the local level.

The BTAP provides funds for the following activities:

a. a stipend for the mentor teacher
b. a stipend for the beginning teacher
c. travel expenses to mentor teacher workshops
d. substitute costs for mentor and beginning teachers to make classroom observations.

During the months of October and November 1985 the OSPI sponsored two Saturday workshops for mentor teachers for the purpose of providing training in the methods and procedures for performing their mentor teacher role. Topics included in the workshops were supervision techniques, research-based observation procedures, team building, and effective communication skills. A third workshop, attended by the beginning teacher and mentor teacher was held to prepare them to work effectively with each other during the year.

What follows is the evaluation of the Beginning Teacher Assistance Program piloted in 1985-86.

EXECUTIVE SUMMARY

The Beginning Teacher Assistance Program (BTAP) was piloted in the 1985-86 school year. Beginning teachers were each assigned a mentor teacher to provide continuing and sustained support during the year. The following findings resulted from the surveys conducted in May 1986.

FINDINGS

1. At the end of the school year BTAP beginners with mentors perceived themselves as being significantly more competent than other beginners without mentors in:

   *District/building policies and procedures

   *Curriculum materials and supplies

   *Teaching strategies (Table 2, page 11)

2. Nearly two-thirds of the BTAP beginners in this program believed that their teaching experience was positively affected by having a mentor (Table 5, page 13).

3. A higher percentage of BTAP beginners with mentors (86%) expect to be re-hired by their district than beginners without mentors (71%) (Table 4, page 12).

4. BTAP beginners received the most helpful assistance from their mentors in the areas of morale and personal support and building/district policies (Table 7, page 14).

5. Nearly half of the principals of BTAP beginners reported that the mentors had been "quite," to "extremely" valuable, to their beginners (Section II-D, page 15).

6. Fifty-eight percent of the "miscellaneous comments" of BTAP beginners were classified as positive and only 15% had negative comments about the program (Section II-E, pages 17-19).

7. About one-third of the BTAP beginners and mentors felt their teaching assignments were "not-at-all" or only "somewhat similar" (Section B, page 8).

8. Despite the fact that teachers with 90 or more consecutive school days of teaching experience were not eligible for the state BTAP program, a high percentage (41%) of BTAP beginners reported they had "quite-a-few" to "many" other paid experiences working in schools prior to being selected for the program (page 7, item 15).

9. Seventy-four percent of BTAP beginners either "never" or only "1-2 times" observed their mentors teaching lessons during the school year; 56% of the mentors either "never" or only "1-2 times" observed their beginning teachers actually teaching a lesson (Section B, page 8).

RECOMMENDATIONS

Based on the findings in this report it is recommended that the legislature continue to support the Beginning Teacher Assistance Program and that the following specific actions should be undertaken to ensure the success of the program.

STATE

1. The definition of "beginning" teacher should be revised to include certificated persons in roles other than classroom teacher. This would allow other beginning certificated staff (i.e., counselors, psychologists, and other Educational Staff Associates) to be included in this program. In addition, vocationally certified staff should be included.

2. Some districts report that the $1,600 per beginner/mentor team does not cover all local costs (i.e., fringe benefits, etc.); this should be examined and readjusted if necessary.

3. A more comprehensive program evaluation plan should be designed to allow for additional comparisons and analyses. Considerations: differences between elementary and secondary mentoring, impact of size of building, etc.

4. The OSPI should continue to be responsible for managing the program and administering the beginner/mentor training requirements.

DISTRICTS

1. Districts could strengthen BTAP further by organizing local orientation/inservice training sessions especially designed to assist BTAP beginners, such as holding regular district meetings for beginners with mentors (Edmonds and Federal Way School Districts have comprehensive new-employee orientation programs).

2. Whenever possible, mentors and beginners should be assigned to the same building and similar classroom assignments. If a choice must be made, the preference should be that both are assigned to the same building.

3. Districts need to limit participation only to beginning teachers with less than 90 consecutive days of experience, since it appears that a number of beginners with significant prior experience entered the pilot program. OSPI has revised the 1986-87 application form to clarify this matter.

MENTORS

1. Mentors should provide greater assistance in the areas of classroom discipline and teaching strategies.

2. Mentors should increase the number of times they observe their beginners in teaching settings.

BEGINNERS

1. Beginners should increase the number of classroom observations of their mentors.

2. Beginners should invite their mentors to increase the number of observations conducted of the beginners' classrooms.

3. Beginners should attend all three ESD/OSPI BTAP training days with their mentors.

PRINCIPALS

Principals should be more involved and receive more information about this program when they have mentors and beginners in the BTAP in their buildings.

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I. EVALUATION DESIGN AND PROCEDURES

The Office of Superintendent of Public Instruction Professional Education and Testing and Evaluation Sections designed the program evaluation plan and instruments. Survey instruments were designed for the following populations: all beginning and mentor teachers in the state pilot program, all principals in the buildings where beginners were assigned, and a sample of beginning teachers not in the state pilot program. The Professional Education Section administered the instruments. The survey instruments are on file at OSPI (Professional Education Section).

The survey instruments consist of a series of forced-choice questions. Respondents used Scan-tron forms for ease of response. OSPI staff obtained rapid and accurate data analysis and summary materials. Each survey also requested "any additional comments or clarifications"; these are summarized in Section II-E, Miscellaneous Survey Comments. Selected comments are also inserted where appropriate throughout the report.

A comparison group of beginning teachers without mentors was randomly selected from the pool of beginning teachers nominated, but not included in the state pilot program. From the original 507 beginning teachers nominated, 100 were initially selected by lot to participate in the state program. Thus, the beginning pool was reduced to 407 teachers (507 minus 100). One hundred fifty teachers (from the 407 pool) were randomly selected to become the beginning teacher "comparison group" because they did not have formal mentors assigned to them.

Mentoring is described as occuring sometimes in an unplanned, informal manner according to various research studies. This survey sought to further distinguish between beginning teachers without mentors and those with informal mentors. Thus, the beginning teachers in the "comparison" group were additionally sorted by the following question:

> "During this school year has any other teacher provided you continuing and sustained professional support such as a mentor teacher?"

The responses were: 60% yes and 40% no. The 60% who responded "yes" will be referred to in the report as beginners with informal mentors. The 40% responding "no" will be referred to as beginners without mentors. Responses will be compared as appropriate in the report.

In early May 1986, survey instruments and stamped, pre-addressed return envelopes were mailed to: BTAP beginners and their mentors, 150 beginning (non-BTAP) teachers in the comparison group and principals of the BTAP beginners. In late May, a follow-up reminder was sent to all non-respondents. The numbers of surveys returned are displayed on Table 1, Returned Surveys.

Table 1, RETURNED SURVEYS

POPULATIONS	SAMPLE SIZES	NUMBER OF RETURNED SURVEYS	PERCENTAGE OF RETURNS
BTAP Beginners	N = 89*	N = 86	97%
Mentor Teachers	N = 89*	N = 89	100%
Principals	N = 59**	N = 59	100%
Beginner Teacher Comparison Group	N = 150	N = 133	89%
	387 TOTAL SAMPLE	367 TOTAL RESPONSES	95% OF ALL RESPONSES RETURNED

Overall, 95% of all populations returned their survey forms. This constitutes an excellent return rate.

*Due to attrition and assignment changes the original number of 100 in each group was reduced to eighty-nine who completed the program during 1985-86.

**The number of principals is less than the number of BTAP beginner/mentor teachers because some buildings had more than one beginner/mentor teacher.

II. SUMMARY OF DATA

The results of the data have been organized into the following areas:

A. Demographic information

B. The BTAP beginner and Mentor relationship

C. BTAP Beginners' Competencies

D. Responses of Principals

E. Miscellaneous Survey Comments

A. DEMOGRAPHIC INFORMATION: BEGINNING AND MENTOR TEACHERS IN STATE BTAP PROGRAM

1. AGE SPANS:

	21-25 Years	26-30 Years	31-35 Years	36-40 Years	41 Years and over
BTAP Beginners	50%	26%	13%	6%	5%

	30 Years or under	31-35 Years	36-40 Years	41-45 Years	46 Years and over
Mentors	8%	21%	27%	24%	20%

2. SEX:

	MALE	FEMALE
BTAP Beginners	32%	68%
Mentors	28%	72%

3. YEARS OF TEACHING EXPERIENCE OF MENTORS:

0-5 Years	6-10 Years	11-15 Years	16-20 Years	21 or more years
5%	28%	25%	28%	14%

4. ETHNIC BACKGROUND:

	American Indian/ Alaskan Native	Asian American/ Pacific Islander	Black	Hispanic	White
BTAP Beginners	0%	4%	3%	3%	90%
Mentors	1%	1%	1%	1%	96%

5. CURRENT TEACHING LEVEL:

	Elementary	Middle	Junior High	High School	Other
BTAP Beginners	46%	8%	11%	31%	4%
Mentors	52%	8%	12%	25%	3%

6. BUILDING ASSIGNMENTS:

Same building: 75% Different building: 25%

"Not being assigned to the same building as my beginning teacher was a real drawback--I suggest that such placement be avoided." (A mentor teacher)

"It was quite difficult to work in different buildings and maintain adequate contact." (A mentor teacher)

"Good experience and learning tool. It would have been easier if beginner was in my building." (A mentor teacher)

"Make sure that the mentor is in the same building, and should have the same prep or lunch period. The mentor should not be an administrator or a poor teacher." (A BTAP beginner)

7. GEOGRAPHICAL AREAS:

Urban	Suburban	Rural
12%	53%	35%

8. DISTRICT HAS ORIENTATION/INSERVICE FOR BEGINNERS:

Yes	No	Don't Know
33%	60%	7%

9. STUDENT COMPOSITION IN BEGINNER CLASSES:

Mostly Low Achievers	More than Average # of Low Achievers	Average # of Low and High Achievers	More than Average # of High Achievers	Mostly High Achievers
10%	21%	51%	17%	1%

10. SIMILARITY OF TEACHING ASSIGNMENTS:

Not At All Similar	Somewhat Similar	Quite Similar	Identical
11%	23%	33%	33%

About one-third of the BTAP beginners and mentors felt their teaching assignments were "not-at-all" or only "somewhat similar."

11. MENTORS' HIGHEST LEVEL OF FORMAL EDUCATION:

Bachelor's Degree	Standard or Cont. Cert.	Master's Degree	Master's Plus Additional Formal Study	Doctorate
3%	60%	12%	25%	0%

12. NUMBER OF STUDENTS IN BUILDING:

Less than 100 Students	100-299 Students	300-499 Students	500-699 Students	Over 700 Students
4%	15%	20%	25%	36%

13. AMOUNT OF ASSISTANCE BUILDING PRINCIPALS PROVIDED (based on perceptions of BTAP beginners and mentors):

	None	Some	A Good Deal	A Great Deal
BTAP Beginners	35%	46%	10%	9%
Mentors	37%	51%	9%	3%

The pilot program did not emphasize a significant assistance role for building principals, which may explain these low perceptions of assistance.

14. DID YOU SUBSTITUTE TEACH IN THIS DISTRICT OR BUILDING?

	No	Yes, this Building	Yes, this District
BTAP Beginners	68%	15%	17%

15. PAID EXPERIENCES WORKING IN SCHOOLS (other than 1985-86 year):

	None	Some	Quite A Few	Many
BTAP Beginners	20%	39%	21%	20%

Despite the fact that teachers with 90 or more consecutive school days of teaching experience were not eligible for the state BTAP program, a high percentage (41%) of BTAP beginners reported they had "quite-a-few" to "many" other paid experiences working in schools prior to being selected for this program.

"We were poor subjects for this. The beginning teacher was a substitute for two years (other district and a coach). I am athletic director here and a teacher, I often work 14 hour days. The beginning teacher coaches three sports. Our time spent together was intense but not in a formal setting. It was more of a "New-mentor, how would you handle this type of thing?" (A mentor teacher)

B. THE BTAP BEGINNER AND MENTOR RELATIONSHIP

1. HOW OFTEN BTAP BEGINNERS MET WITH MENTORS

	Daily	Weekly	Twice Monthly	Once Monthly	Less Than Monthly
BTAP Beginners	27%	24%	25%	15%	9%
Beginners with informal mentors	39%	39%	12%	9%	1%

2. HOW SIMILAR WAS YOUR TEACHING ASSIGNMENT TO THAT OF YOUR MENTOR'S?

	Not At All Similar	Somewhat Similar	Quite Similar	Identical
BTAP Beginners	11%	23%	33%	33%
Beginners with informal mentors	12%	22%	27%	39%

3. NUMBER OF OCCASIONS MENTORS OBSERVED BTAP BEGINNERS TEACHING LESSONS

	None	1-2 Times	3-4 Times	5-6 Times	7 or more Times
Mentors in State Program	21%	35%	12%	11%	21%

Fifty-six percent of the mentors either "never" or only "1-2 times" observed their BTAP beginners teaching a lesson.

4. NUMBER OF OCCASIONS BTAP BEGINNERS OBSERVED MENTORS TEACHING LESSONS

	None	1-2 Times	3-4 Times	5-6 Times	7 or more Times
BTAP Beginners	33%	41%	15%	9%	2%

Seventy-four percent of Beginners either "never" or only "1-2 times" observed their mentors teaching lessons during the entire school year.

"Though it was hard to give classes over to substitutes, the time spent and the knowledge gained via release time was well worth it. Those times visiting other classrooms have greatly enriched my classroom, and I am told that those visiting my classes took back many new ideas to work with. Again, visits to other classrooms were extremely worthwhile. I also enjoyed the freedom in the program for each team of teachers to set their own goals and use of release times available." (A BTAP beginner teacher)

"Sub days not useful to mentor partners and disruptive to building." (A principal).

"More release time is needed to make this program truly effective." (A mentor teacher)

"My mentor has been very supportive and helpful. The classroom observations were of great value!" (A BTAP beginning teacher)

"Requests for time off to observe other classroom situations were discouraged and postponed by the principal. Consequently, I didn't receive what I felt was a valuable part of the program. (Also, I found it difficult to find the time in my schedule to make the visits)." (A BTAP beginner)

5. HOW OFTEN BTAP BEGINNERS AND MENTORS DISCUSSED EACH OF THE FOLLOWING:

	Teaching Strategies	Classroom Discipline	Building/ District Policies & Procedures	Morale and Personal Support	Curriculum Materials/ Supplies
Daily/ Weekly	36%	35%	17%	57%	30%
Once/ Twice Monthly	48%	35%	56%	29%	46%
Less Than Monthly	16%	30%	27%	14%	24%

BTAP beginners and mentors spent most of their time discussing morale and personal support topics (57% discussed these topics daily or weekly) and less time was spent discussing teaching strategies, classroom discipline, building/district policies/procedures, and curriculum materials/supplies.

6. SIMILARITY OF BTAP BEGINNERS' AND MENTORS' TEACHING PHILOSOPHIES

	Not At All/ Somewhat Similar	Quite Similar/ Identical
BTAP Beginners	40%	60%
Mentors	38%	62%
Beginners with informal mentors	48%	52%

C. BTAP BEGINNERS' COMPETENCIES

When asked how competent they felt at the start of the school year about teaching strategies, classroom discipline, district/building policies and curriculum materials/supplies, there were no differences between BTAP beginners with mentors and beginners without mentors (see Table 2). However, by the end of the year BTAP beginners showed significant differences in all areas except classroom discipline.

At the start of the school year over 85% of all beginners felt only "somewhat/not-at-all" competent in building/district policies and procedures. By the end of the school year only 27% of BTAP beginners felt "somewhat/not-at-all competent" in building/district policies (compared to 46% of beginners without mentors).

By the end of the year only 11% of BTAP beginners (and 24% of beginners without mentors) felt "not-at-all/somewhat competent" in teaching strategies; in classroom discipline about 21% of BTAP beginners and 17% of other beginners still felt "not-at-all/somewhat competent."

At the end of the year only 17% of BTAP beginners with mentors felt "not-at-all/somewhat competent" in curriculum materials and supplies, but 31% of beginners without mentors felt "not-at-all/somewhat competent" in this same area.

Finally, according to table 2 at the end of the school year, BTAP beginners perceive themselves as being significantly more competent than beginners without mentors in:

*District/building policies and procedures

*Curriculum materials and supplies

*Teaching strategies

At the end of the school year there was no difference in perceived competency of BTAP beginners and beginners without mentors in the area of classroom discipline.

Table 2, COMPETENCY IMPROVEMENTS

		AT START OF YEAR		AT END OF YEAR	
		Not-At-All/ Somewhat Competent	Quite/ Extremely Competent	Not-At-All/ Somewhat Competent	Quite/ Extremely Competent
Teaching Strategies	BTAP Beginners	47%	53%	11%	89%
	Beginners without Mentors	48%	52%	24%	76%
Classroom Discipline	BTAP Beginners	49%	51%	21%	78%
	Beginners without Mentors	50%	50%	17%	77%
District/Building Policies and Procedures	BTAP Beginners	86%	14%	27%	73%
	Beginners without Mentors	89%	11%	46%	54%
Curriculum Materials/ Supplies	BTAP Beginners	76%	24%	17%	83%
	Beginners without Mentors	84%	16%	31%	69%

At the end of the school year BTAP beginners perceived of themselves as being significantly more competent than other beginners in:

*District/building policies and procedures

*Curriculum materials and supplies

*Teaching strategies

Table 3, RE-HIRING OF BEGINNING TEACHERS

TO YOUR KNOWLEDGE, DOES THE DISTRICT INTEND TO RE-HIRE YOU?

	Yes	No	I Don't Know
BTAP Beginners	86%	3%	12%
Beginners without Mentors	71%	20%	10%

Table 4 illustrates that a higher percentage (86%) of BTAP beginners expect to be re-hired by their districts than beginners without mentors (71%).

Table 4, REMAIN IN TEACHING

HOW LIKELY IS IT THAT YOU WILL REMAIN IN THE TEACHING PROFESSION?

	Very Unlikely	Somewhat Unlikely	Very Likely	Extremely Likely	Don't Know
BTAP Beginners	5%	3%	23%	65%	4%
Beginners without Mentors	4%	5%	21%	65%	5%

There was no significant difference between BTAP beginners and beginners without mentors in how likely they are to remain in the teaching profession.

"Without the help of a mentor teacher and the positive input given I probably would not continue in the teaching field. I found all the assistance invaluable. This is a fantastic program that I hope will be continued. It is much needed!" (A BTAP beginner)

Table 5, POSITIVE AFFECT

TO WHAT EXTENT DO YOU THINK THIS YEAR'S TEACHING EXPERIENCE WAS POSITIVELY AFFECTED BY HAVING A MENTOR?

	Not At All Affected	Somewhat Affected	Quite Affected	Completely Affected
BTAP Beginners	7%	29%	52%	13%
Beginners without Mentors	4%	31%	47%	16%

Nearly two-thirds of BTAP beginners believe that their teaching experience was "quite or completely" positively affected by having a mentor.

"Having a mentor teacher in my field and similar to my assigned responsibilities was extremely helpful to me this year. It did meet a lot of my frustration and anxiety level as a first year teacher. Along with the morale, support and caring that the mentor teacher provided me this year, the mentor program is almost a necessity for first-year teachers to have to really benefit from their first teaching year." (A BTAP beginner)

Table 6, MOST HELPFUL AREAS OF ASSISTANCE

IDENTIFY THE ONE AREA IN WHICH YOU RECEIVED THE MOST HELPFUL ASSISTANCE FROM YOUR MENTOR:

	Teaching Strategies	Classroom Discipline	Building/ District Policies & Procedures	Morale and Personal Support	Curriculum Materials/ Supplies
BTAP Beginners	11%	4%	13%	56%	17%
Beginners without Mentors	22%	12%	15%	40%	12%

BTAP beginners received the most helpful assistance from their mentors in the areas of morale and personal support; they received less assistance in classroom discipline and teaching strategies.

Table 7, AMOUNT OF MENTOR HELP

HOW HELPFUL HAS YOUR MENTOR BEEN IN EACH OF THE FOLLOWING?

	Teaching Strategies	Classroom Discipline	Building/ District Policies	Morale and Personal Support	Curriculum Materials/ Supplies
Not At All/ Somewhat Helpful	42%	43%	30%	15%	36%
Quite/ Extremely Helpful	58%	57%	70%	85%	64%

Following are selected, anonymous comments from BTAP beginners:

"Having a mentor helped me survive the 1st semester and thrive in a more independent manner during the 2nd semester. This program has tremendous potential. First year teachers need this kind of support. Thanks for making this happen!"

"This program has been very helpful in many ways. My mentor teacher is very professional and is to be commended for an outstanding job throughout the year. This is a fantastic program!!!"

D. RESPONSES OF PRINCIPALS

All building principals with BTAP beginners were sent a survey instrument. One hundred percent of these principals returned the survey instruments. Following are some of the highlights:

1. LENGTH OF SERVICE AS PRINCIPAL IN THIS BUILDING:

1 year	2-3 years	4-5 years	6-7 years	8 or more years
27%	21%	20%	16%	16%

2. TOTAL YEARS AS A PRINCIPAL:

1 Year	2-3 years	4-5 years	6-7 years	8 or more years
19%	33%	3%	12%	33%

3. GRADE SPAN OF BUILDING:

Elementary	Middle	Junior High	High School	Other
46%	9%	17%	20%	8%

4. DISTRICT HAS ORIENTATION/INSERVICE TRAINING SESSIONS ESPECIALLY DESIGNED TO HELP BEGINNING TEACHERS:

Yes	No	Don't Know	No Responses
31%	40%	10%	19%

"Excellent concept. Districts should take a more active stance in working with and developing new teachers. Principals need to take an active role." (A principal)

5. HOW LIKELY IS IT THAT THE BTAP BEGINNER WILL REMAIN IN THE TEACHING PROFESSION?

Very Unlikely	Somewhat Unlikely	Very Likely	Extremely High	Don't Know
4%	12%	25%	56%	3%

6. HOW VALUABLE TO THE BTAP BEGINNER HAS THE MENTOR TEACHER BEEN?

Not at All Valuable	Somewhat Valuable	Quite Valuable	Extremely Valuable	Don't Know
10%	42%	16%	31%	1%

Nearly half of the principals reported that the mentors had been "quite" to "extremely" valuable to their BTAP beginners.

7. AMOUNT OF ASSISTANCE BTAP BEGINNER RECEIVED FROM MENTOR (AS REPORTED BY PRINCIPALS)

	None/Some Assistance	Quite-a-Bit/Much Assistance
TEACHING STRATEGIES	42%	58%
CLASSROOM MANAGEMENT	44%	56%
BUILDING/DISTRICT POLICIES & PROCEDURES	55%	45%
MORALE & PERSONAL SUPPORT	29%	71%
CURRICULUM MATERIALS/ SUPPLIES	61%	39%

The high percentage of assistance (71%) reported for the "morale/ personal support" area substantiates the high (85%, Table 7, page 14) responses of the BTAP beginners.

E. MISCELLANEOUS SURVEY COMMENTS

The following are additional comments recorded on the survey instrument. Comments reported in other sections of this document are not repeated here.

BEGINNING TEACHERS IN STATE BTAP PROGRAM

POSITIVE COMMENTS

I feel the mentor program was helpful and a super idea.

I think this program has been very beneficial. Having a mentor teacher has put me at ease. It's nice knowing you have someone to go to for questions.

The program was extremely valuable. We met for six half days - (once a month) and accomplished a lot!

Without the help of a mentor teacher and the positive input given I probably would not continue in the teaching field. I found all the assistance invaluable. This is a fantastic program that I hope will be continued. It is much needed!

This program has made my first year of teaching extremely successful! Without my mentor teacher I would not have accomplished so much!

This has been a wonderful experience.

It was a great program. I may not have shown such a need because I taught in the same school last year. But it was still helpful.

I believe the mentor program is a valid and valuable one - Even with some of the bugs (which are being worked out) it was worthwhile and fun. It can only get better for future beginning teachers!

My mentor has been very supportive and helpful. The classroom observations were of great value!

The program has been very helpful, especially at the beginning of the year.

I feel this was(is) a good positive experience and I hope to see it continued.

The mentor program is a worthwhile project. It has been very positive for me in many ways because my mentor was in the same building and taught in the same field as I.

The mentor teacher program has been invaluable. The only reason I could see for leaving the teaching profession in the near future would be low pay.

I think the program is very valuable. I gained much experience about teaching strategies and classroom discipline from my mentor experience. This program needs to be continued. It is very valuable.

I was glad to have had "mentor" support in my first year of teaching. It made this year enjoyable and one I want to remember.

NEGATIVE COMMENTS

I don't feel progam was worth effort. Rather see district in-service for Beginning Teacher three times a year.

I had my mentor for P.E., a subject which I was not trained in and one which I'm not teaching next year.

State workshops were a waste of my time.

I didn't need an "official" mentor because I already had a "natural" mentor to work with. Another woman provided me endless amounts of assistance and support - just because she wanted to!

SUGGESTIONS FOR IMPROVEMENT

It would have been more helpful to me to have a mentor in my own teaching area. I also think mentors should be screened more carefully. Some may be doing it for money alone.

There were two problems with my mentor situation: (1) He was not in the same building as me so it was difficult to get together. In addition he is a coach and didn't have time to get together. (2) I teach high school physics, chemistry and algebra. He teaches junior high algebra. I felt I needed the most help in physics/chemistry - he really was not able to help me in those areas. Another problem which may be unique to my areas is that we do not have anyone in our district who can substitute for physics, so I was unwilling to take release time. I think the mentor program is a good idea and hope that others had more success. My advice is (1) Make sure mentor and beginner teacher are in the same building. (2) Both should teach the same subjects!

I highly recommend that mentors be placed with beginning teachers at the time of the beginning teachers' hiring. The first few weeks were the time I could have used a mentor the most, however, pairing with my mentor occured much later.

I feel strongly about matching mentor/beginner teachers in the same grade/content area in the same building!

I feel for this program to be more successful there needs to be more structure. For example maybe group meetings every month or two (other than with mentor). I would have liked to have met more often with my mentor but she was very busy. I think there should be more expected and perhaps people should focus on just a few goals. During the time in the fall when there were workshops we met on a weekly basis. After there was no outside contact we've met infrequently. Also, I was paired with a teacher in a different area - preschool. For the support alone the program was worth it.

Because I had a long term "sub" assignment last April '85 - June '86 at the school that I am currently employed at, my mentor treated me as if I already knew alot. Therefore, we have not met, nor discussed any ideas since March 31, 1986. She has acknowledged and said to me "you were here last year at this time, so you know alot already." Also, she believes this because I've had extensive experience from "subing." In the future, please take a closer look at who you're pairing up. Give mentors a list of objectives that they need to meet by the end of the year; or pay them according to how much time they put in mentoring. I wonder if $500 for mentoring is too much. What do you think?

OTHER

I feel the beginning teacher program is an excellent idea with many possibilities for encouraging and assisting the newly hired beginning teacher. A great deal of money is being spent on a program that really doesn't do anything. If I am typical, I have neither the time nor the desire to take time off from my first year of teaching to visit other schools, meet with my mentor, or anything else. A beginning teacher considers a substitute a penalty, not a reward! We need a chance to meet with each other to share ideas, exchange stories, and obtain mutual sympathy. Right now it looks good on paper and is an excellent public relations subject, but I feel most beginning teachers need more mutual support and less promise of time out of the classroom. I enjoy teaching and I truly support your program; thank you for asking.

MENTOR TEACHERS

POSITIVE COMMENTS

A very worthwile program - In a small district it was difficult to find meeting time. She coached basketball at 7:00am and I had after school responsibilities - We met at noon and at 6:15 am - My beginning teacher was given released time - I was not primarily because we do not have substitutes available. Sorry this was late - You SPI people handled this program very well.

This program allowed us to plan and carry out activities that would have not been possible otherwise - THANK YOU VERY MUCH! It was very rewarding to work as a mentor. I hope to do it again.

Our weekly meetings were quite productive. I was able to clarify and provide needed support for her in a very stressful assignment. Great Program.

My beginning teacher and I both have extra-curricular activities all year, I know this mentor teacher program can be valuable, but the only time we got together was when he came to me with specific problems. At least he felt confident he could come to me for help.

I enjoyed very much the training the SPI office provided. I would like very much to be a mentor next year. Thank you for your help!

We both enjoyed it - we would both like to be mentors again!

It was a very positive learning experience.

Because our district/building is so small, it was easy to maintain continuous contact with my beginning teacher and immediately respond to her needs.

An organized session or activity for beginning and mentor teachers in the spring would have been helpful. There should be definite expectations for the participation of administrators. I feel my greatest value was in offering morale support and advice in dealing with colleagues.

BTAP was beneficial to beginning teacher and to me!

Super experience for me - motivating and worthwile.

My beginning teacher had previous teaching experience. She has chosen not to continue with teaching. The mentor program was beneficial to both of us. I think all teachers new to a building should have a "partner" teacher regardless of experience.

I can't say enough positive about the program. I am the mentor and feel working with my beginning teacher has made me a better teacher. New, fresh and enthusiastic ideas. I realized what my experience has done for me through my beginning teacher. We tried to observe each other outside of the 3 days we were allowed. We found it difficult because scheduling was only possible once with our principal. All 3 of us tried but a conflict always came up. My beginning teacher observed me for an hr. We took 6 1/2 days and used them for planning. That was our priority. However there would have been benefits to attending workshops and observations. The days are precious. Thank-you for a wonderful experience. The workshops in Ellensburg were wonderful too.

It has been a rewarding experience on my part. I appreciate my beginning teacher's enthusiasm. She has done an outstanding job!

It has been a rewarding experience for both of us, and we hope to see the program continued! Thank you for your support and assistance! It's been a good year.

Being a mentor has been quite rewarding and I have really enjoyed the experience and gained a lot of confidence. Mentoring does take a lot of time and this is the only drawback for me as I am quite busy already - this is the only reason I wouldn't want to be a mentor next year - I need a "breather."

Mentor program was a positive experience for me. Hopefully, it was a positive support system for the beginning teacher.

Positive Project.

It is a super program, very much worth continuing to do. Excellent leadership.

I feel that this has been a very beneficial program and one that should continue. The support that the mentor <u>can</u> give is a necessity.

It is a great program. Results may only be seen in long term. Urge strongly it be continued.

This year has been the best year of my teaching experience. Being a mentor has made me so aware of my own behavior and teaching strategies. It gave me a "lift" to work with a new teacher who had some new ideas for me to try too!

I had the perfect set-up: Same general subject area, adjoining rooms. This proximity is very important. Our contact was so constant and informal - we observed each other countless times in casual ways. It was a very helpful experience.

I like the idea - I want it to be continued - I would like to participate again.

I believe that the mentor program helped our beginners by having someone to talk with and to go to with questions, and moral support. We had a good year and two excellent beginning teachers.

Great program - please keep working on funding!

Very worthwhile and should be perpetuated.

The teacher mentor program is an excellent program which allows a beginning teacher to learn from an experienced teacher!

I have enjoyed this experience, thank you for allowing me this privilege.

I didn't formally observe my beginning teacher but I taught part of the day next door and communicated on a daily basis. I mainstreamed most of his sp. ed. students so we had much in common to discuss about his pupils - problems, progress, learning styles, parents. I will be available and willing to continue an informal mentoring program. He is growing into and will become an outstanding teacher and I tell him so. He needs that kind of support even if he doesn't get it from any other source.

Being a mentor was a learning experience for me. I am a better teacher for it.

Good experience, worked with a person who wished to and did a good job of teaching. The beginning teacher was moved from my Junior High to High School at mid year. Thus communication was not as easy.

Wonderful experience - had an enthusiastic, exciting person to work with - great teacher.

All mentors, beginning teachers at our High School, and the principal, were unanimous in the conviction that the program is effective. The strengths of the mentor program are in the formalization of the significant relationship between experienced professionals and beginning teachers, and the consequent shared responsibility for a successful first year of teaching. The broad parameters set by the SPI for implementng the program enabled each mentor team to define their goals and methods in the program and continuously evaluate the process.

NEGATIVE COMMENTS

Two things that hindered the effectiveness of the program were: 1) late start in the selection process and 2) not being in the same building.

My district office was quite obtrusive in setting limits on usage of days and otherwise creating roadblocks to creative mentoring. If it didn't fit their I.T.I P. Box they were unreceptive!

My beginning teacher and I were 45 miles apart It was very difficult to meet on a regular basis and phone calls were quite expensive. I would like to be involved in this process again in the future. I will have a new teaching assignment next school year so do not feel that I would be as available to assist a beginning teacher.

Our mentorship relationship was not very successful; upper and lower elementary should probably be distinguished as separate.

We aren't in the same building - that makes it difficult. I enjoyed the experience.

Not being assigned to the same building as my beginning teacher was a real drawback - I suggest that such placement be avoided.

Release time has been difficult to arrange because I'm a 1.0 FTE and she is a .5. Still hope to make it work out before school's out.

It was quite difficult to work in different buildings and maintain adequate contact.

SUGGESTIONS FOR IMPROVEMENT

I'd be interested in training mentors, setting up meetings at ESD's, etc. next year.

I feel the conferences at the beginning of the year should be designed for the beginning teacher. Release days were most successful!

We spent a lot of time discussing discipline and teaching strategies. Since she was a specialist I had a lot of time to observe her interacting with my class. I would suggest whenever possible mentor and beginning teachers should be on the same grade level. I feel my beginning teacher and I worked great together and made the best of a difficult situation. But the program is good and should continue!

Hopefully this may lead to further staff-pairings in general. We all need support and free flow of ideas to renew us, to show us a novel way of handling subject matter and situations.

More released time is needed to make this program truly effective.

I feel the mentor and beginner should be at the same grade level or within 2 years.

Good first year for the mentor program - starting at beginning of school year (late Aug. or Beginning Sept.) would be beneficial.

Good experience and learning tool. It would have been easier if beginner was in my building.

I feel it is very important to match people with similar assignments.

Both the beginning teacher and mentor should be in the same building.

Great Program! Wish beginning teacher could get some money! More release days. Improve drastically the meetings in Ellensburg. Space Ellensburg meetings throughout the year. SPI needs to give more support/help/direction all year long. Directions said we were going to be contacted by phone or in person several times - I never was! I'm frustrated that my beginning teacher is being RIFFED! This seems to defeat the whole program! Being a mentor has improved my teaching, my attitude and my enthusiasm! Keep up the program - but more follow through during the year!

I have a student teacher and am paid $240, but actually do more work than as a mentor. I think cooperating teachers should be paid more.

I think that as much as possible beginning teachers and mentors should be matched closely. For example, a 1st grade teacher should have a mentor who is a 1st grade teacher. A beginning teacher who teaches 9th grade English should be matched with a mentor who teaches 9th grade English. The reason for this is that the mentor can share materials and strategies with he/she is using. In addition, both the beginning teacher and mentor would be sharing a "common experience."

Would be more ideal to have mentor and beginning teacher on same grade level or closer proximity to each other in the building.

Recommend that at least one release day must be used for workshops.

I recommend that the beginning teachers attend the training sessions in Ellensburg together (perhaps 1 with mentors and 2 with only beginners). I also reccommend that these sessions be on classroom management and discipline.

Good program - But needs less game playing and more classroom subject area work. More visitation time of the real classroom.

I think the mentor and beginning teacher should be at the same grade level.

Beginning teacher is moving - More guidance/direction is needed by the program - Maybe more inservice programs planned for beginning teacher not just mentor.

I feel this is the best program the state has started. Except the 3 meetings at the start could be modified greatly to improve the program.

Very positive experience. Matching of mentor and mentee needs more guidelines.

Please keep the district control to zero. Our district tried to tell us what to do and what we couldn't do. More sturctured specific time at first state meeting - get plan on paper at that meeting.

Regularly scheduled meetings between beginning teacher and mentor seem to be necessary as well as drop-in times.

OTHER

My beginning teacher had good instincts, she just needed some positive support.

Meetings with BT were much more frequent during the early phases of the program.

Certainly would like to see the "mentor-mentee" match-up take place as soon as new teacher is hired!

PRINCIPALS (BTAP PROGRAM)

POSITIVE COMMENTS

One beginning teacher hired as leave replacement only - will rehire if space available. Mentor program great! Needs to be expanded to all beginning teachers.

Excellent Program - allows the time for teachers to work together for improvement of instruction.

A very good program. I have always assigned a mentor teacher from the staff to each new teacher but the formalized program with its funding is much better.

A good program - I hope it continues.

The beginning teacher in the mentor program was an excellent teacher and needed far less help than the average new teacher.

I like the idea of having a mentor teacher assistance program. It provided us with another source for helping beginning teachers.

It was extremely valuable for both beginning and mentor teacher - Both learned a great deal about instructional strategies, they enjoyed and profited from the collegial relationship.

It (mentor-support) was in operation before this program was initiated. It is good to see financial recognition.

Best thing that has happened for beginning teachers in my 34 years in the profession. Really helpful for the mentors, too. Well worth the price.

An excellent program. Please continue to fund.

This is an excellent program. Please continue.

I question the selection process for the beginning teacher. A screening process should be developed.

Good program - Keep it up and please fund it.

It should be continued and expanded. It is a "Natural".

Good Program.

Very satisfied with the way the mentorship program worked for us. It was extremely valuable.

Has worked very well.

The program really helped my beginning teacher. As principal, I did not have the specific knowledge in the area to help. The mentor teacher program did.

Very satisfied with the way the mentorship program worked for us. It was extremely valuable.

I've included my concerns re: rapid timeline, unclear criteria set out by state vs. local decisions. Overall - an excellent program that gave support 1 building administrative person unable to do to extent that non-supervisory colleague could. Keep it up!

It doesn't make too much sense to spend money on a mentor program and then "rif" the teachers because the state doesn't have enough money to hire them!

NEGATIVE COMMENTS

Neither the beginning teacher nor the mentor teacher were impressed with the various training sessions. Neither would recommend the program to new teachers or prospective mentors.

Our beginning teacher was 30 miles away in a different building - very inconvenient.

Sub days not useful to mentor partners and disruptive to building.

As usual with these programs too little information and not enough time is given for administrators to create the dynamics to make the program worthwile. The idea of the program is excellent but as is creates a waste of energy.

I think the idea has merit, but I think in many cases it was not properly conducted.

Timeline for selection was unreasonably short to meet the required meeting dates.

SPI did a poor job of implementing the program in fall of 1985; very poor timing made it difficult to involve the local education association.

SUGGESTIONS FOR IMPROVEMENT

The key is the mentor teacher. It is important that the mentor be an outstanding teacher.

Mentors and the beginning teachers should have similar assignments in the same building if possible.

This program should be continued. It should not be connected to any part of negotiations. i.e. Seniority etc.

Some guidelines would be nice.

More coordination of activities during the course of the year. After initial workshops little or no follow-up was provided.

Excellent concept. Districts should take a more active stance in working with and developing new teachers. Principals need to take an active role.

It has been very successful. I do think the selection process needs to be different this year.

The state portion needs to be more organized. Mentor teacher should receive more money.

OTHER

My role was not a major part in the planning and setting up. Instead, it was coordinated through other administrative sources.

District "RIFed" this year so no beginning teacher will be hired back unless there are numerous retirements.

III. FINDINGS

1. At the end of the school year BTAP beginners with mentors perceived themselves as being significantly more competent than other beginners without mentors in:

   *District/building policies and procedures

   *Curriculum materials and supplies

   *Teaching strategies (Table 2, page 11)

2. Nearly two-thirds of the BTAP beginners in this program believed that their teaching experience was positively affected by having a mentor (Table 5, page 13).

3. A higher percentage of BTAP beginners with mentors (86%) expect to be re-hired by their district than beginners without mentors (71%) (Table 4, page 12).

4. BTAP beginners received the most helpful assistance from their mentors in the areas of morale and personal support and building/district policies (Table 7, page 14).

5. Nearly half of the principals of BTAP beginners reported that the mentors had been "quite," to "extremely" valuable, to their beginners (Section II-D, page 15).

6. Fifty-eight percent of the "miscellaneous comments" of BTAP beginners were classified as positive and only 15% had negative comments about the program (Section II-E, pages 17-19).

7. About one-third of the BTAP beginners and mentors felt their teaching assignments were "not-at-all" or only "somewhat similar" (Section B, page 8).

8. Despite the fact that teachers with 90 or more consecutive school days of teaching experience were not eligible for the state BTAP program, a high percentage (41%) of BTAP beginners reported they had "quite-a-few" to "many" other paid experiences working in schools prior to being selected for the program (page 7, item 15).

9. Seventy-four percent of BTAP beginners either "never" or only "1-2 times" observed their mentors teaching lessons during the school year; 56% of the mentors either "never" or only "1-2 times" observed their beginning teachers actually teaching a lesson (Section B, page 8).

IV. RECOMMENDATIONS

Based on the findings in this report it is recommended that the legislature continue to support the Beginning Teacher Assistance Program and that the following specific actions should be undertaken to ensure the success of the program.

STATE

1. The definition of "beginning" teacher should be revised to include certificated persons in roles other than classroom teacher. This would allow other beginning certificated staff (i.e., counselors, psychologists, and other Educational Staff Associates) to be included in this program. In addition, vocationally certified staff should be included.

2. Some districts report that the $1,600 per beginner/mentor team does not cover all local costs (i.e., fringe benefits, etc.); this should be examined and readjusted if necessary.

3. A more comprehensive program evaluation plan should be designed to allow for additional comparisons and analyses. Considerations: differences between elementary and secondary mentoring, impact of size of building, etc.

4. The OSPI should continue to be responsible for managing the program and administering the beginner/mentor training requirements.

DISTRICTS

1. Districts could strengthen BTAP further by organizing local orientation/inservice training sessions especially designed to assist BTAP beginners, such as holding regular district meetings for beginners with mentors (Edmonds and Federal Way School Districts have comprehensive new-employee orientation programs).

2. Whenever possible, mentors and beginners should be assigned to the same building and similar classroom assignments. If a choice must be made, the preference should be that both are assigned to the same building.

3. Districts need to limit participation only to beginning teachers with less than 90 consecutive days of experience, since it appears that a number of beginners with significant prior experience entered the pilot program. OSPI has revised the 1986-87 application form to clarify this matter.

MENTORS

1. Mentors should provide greater assistance in the areas of classroom discipline and teaching strategies.

2. Mentors should increase the number of times they observe their beginners in teaching settings.

BEGINNERS

1. Beginners should increase the number of classroom observations of their mentors.

2. Beginners should invite their mentors to increase the number of observations conducted of the beginners' classrooms.

3. Beginners should attend all three ESD/OSPI BTAP training days with their mentors.

PRINCIPALS

Principals should be more involved and receive more information about this program when they have mentors and beginners in the BTAP in their buildings.

APPENDICES

A. BTAP Rules: Chapter 392-196

B. Districts Selected (1985-86)

Appendix A.

BTAP Rules: Chapter 392-196, WAC

Chapter 392-196 WAC
SCHOOL PERSONNEL--BEGINNING TEACHERS ASSISTANCE PROGRAM

WAC

392-196-005 Authority.
392-196-010 Purpose.
392-196-015 Mentor teacher—Definition.
392-196-020 Mentor teacher stipend—Definition.
392-196-025 Mentor teacher stipend—Minimum amount.
392-196-030 Mentor teacher—Qualifications for nomination.
392-196-035 Mentor teacher—Selection process.
392-196-040 Beginning teacher—Definition.
392-196-045 Beginning teacher stipend—Definition.
392-196-050 Beginning teacher stipend—Minimum amount.
392-196-055 SPI sponsored mentor teacher workshop—Definition.
392-196-060 School district application to SPI for participation in beginning teacher assistance program.
392-196-065 1985-86 pilot project—Building selection process.
392-196-070 1986-87 school year—Building selection process.
392-196-075 Annual amount for distribution to participating school districts.
392-196-080 Distribution of state moneys for the beginning teacher assistance program—1985-87 biennium.
392-196-085 Carryover prohibition.
392-196-090 Maximum control factor—Proration.

WAC 392-196-005 Authority. The authority for this chapter is RCW 28A..... which authorizes the superintendent of public instruction to adopt rules to establish and operate a beginning teachers assistance program. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-005, filed 10/15/85.]

WAC 392-196-010 Purpose. The purpose of this chapter is to set forth policies and procedures for the operation of a beginning teachers assistance program, including the conditions for the receipt of state moneys for such purpose by school districts of the state. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-010, filed 10/15/85.]

WAC 392-196-015 Mentor teacher--Definition. As used in this chapter, the term "mentor teacher" shall mean a classroom teacher who has been selected by a school district to provide continuing and sustained support to a beginning teacher, both in and outside the classroom. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-015, filed 10/15/85.]

WAC 392-196-020 Mentor teacher stipend--Definition. As used in this chapter, the term "mentor teacher stipend" shall mean an amount paid by a school district to a teacher for services as a mentor teacher including attendance at the superintendent of public instruction sponsored mentor teacher workshop. Such stipend, including the amount and conditions applicable, shall be set forth in a supplemental contract in accordance with and subject to the provisions of RCW 28A.67.074. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-020, filed 10/15/85.]

WAC 392-196-025 Mentor teacher stipend--Minimum amount. The minimum amount per school year of the mentor teacher stipend shall be nine hundred fifty dollars. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-025, filed 10/15/85.]

WAC 392-196-030 Mentor teacher--Qualifications for nomination. In order to be nominated to serve as a mentor teacher pursuant to WAC 392-196-035, the teacher shall meet the following minimum qualifications:

(1) Be employed full time primarily as a classroom teacher.

(2) Have been employed primarily as a classroom teacher for one school year within the district and two additional school years within any public or private school in any grade, kindergarten through twelve.

(3) Hold a valid continuing teaching certificate issued pursuant to chapter 180-79 WAC or be eligible for conversion to such certificate pursuant to WAC 180-79-045. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-030, filed 10/15/85.]

WAC 392-196-035 Mentor teacher--Selection process. Mentor teachers shall be selected by the district. If a bargaining unit, certified pursuant to RCW 41.59.090 exists within the district, classroom teachers representing the bargaining unit shall participate in the mentor teacher selection process. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-035, filed 10/15/85.]

WAC 392-196-040 Beginning teacher--Definition. As used in this chapter, the term "beginning teacher" shall mean a certificated teacher with fewer than ninety consecutive school days of classroom teaching experience in either a public or private school in any grade, kindergarten through twelve, and who is employed by the district for ninety consecutive school days or more to serve primarily as a classroom teacher. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-040, filed 10/15/85.]

WAC 392-196-045 Beginning teacher stipend--Definition. As used in this chapter, the term "beginning teacher stipend" shall mean an amount paid by a school district to a beginning teacher for one day of attendance at the superintendent of public instruction sponsored mentor teacher workshop. Such stipend, including the amount and conditions applicable, shall be set forth in a

supplemental contract in accordance with and subject to the provisions of RCW 28A.67.074. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-045, filed 10/15/85.]

WAC 392-196-050 Beginning teacher stipend--Minimum amount. The minimum amount of the beginning teacher stipend shall be eighty dollars. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-050, filed 10/15/85.]

WAC 392-196-055 SPI sponsored mentor teacher workshop--Definition. As used in this chapter, the term "superintendent of public instruction sponsored mentor teacher workshop" shall mean an in-service training program sponsored by the superintendent of public instruction for the purpose of providing professional training for mentor teachers in the methods and procedures for performing such role with particular emphasis upon providing continuing and sustained support by the mentor teacher to a beginning teacher. Such workshop shall be no more than three days in length, but need not be consecutive days, and shall not be held during school hours. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-055, filed 10/15/85.]

WAC 392-196-060 School district application to SPI for participation in beginning teacher assistance program. Any district may apply to the superintendent of public instruction for participation in the beginning teacher assistance program. The application shall require the superintendent of the district to provide the following assurances:

(1) The board of directors of the district has reviewed the requirements of this chapter and has agreed to the conditions therein.

(2) The mentor teacher shall be paid a mentor teacher stipend.

(3) The beginning teacher shall be paid a beginning teacher stipend.

(4) The mentor teacher shall be required to attend and shall be reimbursed by the district for travel expenses for attendance at the superintendent of public instruction sponsored mentor teacher workshop.

(5) The beginning teacher shall be required to attend and shall be reimbursed by the district for travel expenses for one day of attendance at the superintendent of public instruction's sponsored mentor teacher workshop.

(6) The mentor teacher shall be released from classroom teaching responsibilities in order to observe and assist the beginning teacher in the classroom.

(7) The mentor teacher and the beginning teacher shall be released from classroom teaching responsibilities in order to jointly observe and evaluate teaching situations.

(8) The total release time from classroom teaching as required by subsections (6) and (7) of this section shall be at least thirty-six scheduled instructional hours per school year.

(9) The mentor teacher and the beginning teacher shall be required to complete and forward to the superintendent of public instruction such evaluation reports of the beginning teacher assistance program as requested by the superintendent of public instruction.

(10) The superintendent of the district shall supply the superintendent of public instruction, at times specified by the superintendent of public instruction, such information as requested regarding the beginning teacher assistance program. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-060, filed 10/15/85.]

WAC 392-196-065 1985-86 pilot project--Building selection process. During the 1985-86 school year one hundred mentor teachers shall be selected to participate in a pilot project. The selection process shall be as follows:

(1) The superintendent of public instruction shall pro rate one hundred mentor teachers among the nine educational service districts based upon a percentage of beginning teachers hired within the districts within each educational service district for the 1984-85 school year. A quota shall be established for each educational service district.

(2) Each school district applying for participation in the program shall select one or more school buildings in which one or more beginning teachers will be assigned for the 1985-86 school year. The name of each school building and the number of beginning teachers shall be recorded on a slip of paper and placed in a container for the respective educational service district.

(3) The superintendent of public instruction shall select the school buildings, including number of beginning teachers, by lot from each educational service district until the quota for each educational service district has been met. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-065, filed 10/15/85.]

WAC 392-196-070 1986-87 school year--Building selection process. The superintendent of public instruction will seek action by the 1986 legislature to permit a mentor teacher for each beginning teacher. However, if moneys are insufficient to achieve this goal, the number of mentor teachers for the 1986-87 school year shall be pro rated upon the number of positions requested per district and the number of positions available. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-070, filed 10/15/85.]

WAC 392-196-075 Annual amount for distribution to participating school districts. The superintendent of public instruction annually shall establish a dollar amount per mentor teacher for distribution to districts for support of the beginning teachers assistance program. Such distribution shall be used by the district exclusively for the following:

(1) Mentor teacher stipends.

(2) Travel expenses of the mentor and beginning teachers for attendance at the superintendent of public instruction mentor teacher workshop.

(3) Substitute teacher salaries for release time for mentor and beginning teachers.

(4) Beginning teacher stipends. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-075, filed 10/15/85.]

WAC 392-196-080 Distribution of state moneys for the beginning teacher assistance program--1985-87 biennium. For the 1985-86 and 1986-87 school years, the superintendent of public instruction shall distribute to districts in February of each school year, a maximum of one thousand six hundred dollars per mentor teacher. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-080, filed 10/15/85.]

WAC 392-196-085 Carryover prohibition. State moneys distributed to districts for the beginning teacher assistance program shall be subject to the carryover prohibition of WAC 392-122-900. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-085, filed 10/15/85.]

WAC 392-196-090 Maximum control factor--Proration. State moneys distributed to districts for the beginning teacher assistance program shall be subject to the proration provision of WAC 392-122-905 if the current appropriation to the superintendent of public instruction for the beginning teacher assistance program is adversely affected by action of the legislature after the commencement of the 1986-87 school year. [Statutory Authority: 1985 c 399. 85-21-052 (Order 85-12), § 392-196-090, filed 10/15/85.]

Appendix B.

Districts Selected (1985-86)

Following is a list of the districts initially selected for the 1985-86 pilot program. There was a high level of local interest in the pilot program. Ninety-one school districts nominated over five hundred beginning teachers for the one hundred available openings in the first year. This was particularly noteworthy considering the extremely short application period due to the length of the 1985 legislative session.

Despite the tight timeline most districts were able to select mentors and comply with WAC 392-196-035 to develop a procedure whereby classroom teachers participated in the mentor selection process. Thirteen districts established selection committees composed of both teachers and administrators who made final mentor recommendations. At least three districts also involved their beginning teachers in the mentor selection process. Forty-seven percent of building principals rated the mentor selection process as excellent and only seven percent described it as poor. Many districts used the mentor selection guidelines developed by the OSPI task force.

SUMMARY OF APPLICATIONS RECEIVED

BEGINNING TEACHER ASSISTANCE PROGRAM

ESD	DISTRICTS	BUILDINGS TOTAL	BUILDINGS ELEM	BUILDINGS SEC	BEGINNING TEACHERS	ESD QUOTA
101	12	24	9	15	32	13
105	6	13	7	6	21	5
112	6	18	10	8	27	6
113	12	18	6	12	31	8
114	9	31	17	14	44	4
121	23	135	69	66	233	38
123	5	9	7	2	13	7
171	7	14	7	7	22	7
189	11	51	28	23	84	12
TOTALS	91 School Districts Nominated	313 School Buildings Nominated			507 Beginning Teachers Nominated	100 Teacher Quota

Ninety-one school districts nominated 313 school buildings for the (1985-86) pilot Beginning Teacher Assistance Program. The 313 buildings represented 507 beginning teachers throughout the state. One hundred beginning teachers were selected for participation in the pilot program. Each selected teacher was to be matched with a mentor teacher in that building or district. State rules provided for an appropriate regional and geographical distribution by assigning each Educational Service District (ESD) a specific quota. These slots were based on the percentage of new teachers hired in each ESD in 1984-85.

OSPI rules, Chapter 392-196 WAC, and OSPI Administrative Services Bulletin 1-85, detail how the pilot program was established and administered during 1985-86.

SCHOOL DISTRICTS SELECTED FOR BEGINNING TEACHERS ASSISTANCE PROGRAM

Listing is in Educational Service District (ESD) order

ESD 101 (13 teacher quota)

Central Valley School District
Bowdish Jr. High (1)
University High School (1)
North Pines Jr. High (1)

Cusick School District
Cusick Jr.-Sr. High School (1)

East Valley School District
East Valley Jr. High (1)

Inchelium School District
Inchelium Elementary (1)
Inchelium High School (1)

Mary Walker School District
Springdale Elementary (1)

Mead School District
Brentwood Elementary (1)
Mead Senior High (3)

Medical Lake School District
Medical Lake High School (1)

ESD 105 (5 teacher quota)

Bickleton School District
Bickleton High School/Elementary (1)
(special education)

West Valley School District
West Valley High School (1)

Yakima School District
Eisenhower Senior High School (1)

Zillah School District
Zillah Middle School (2)

ESD 112 (6 teacher quota)

Kelso School District
Catlin Elementary (1)
Coweeman Jr. High (1)

Longview School District
Kessler Elementary (1)

Vancouver School District
Benjamin Franklin Elementary (2)
Harney Elementary (1)

ESD 113 (8 teacher quota)

North Thurston School District
Evergreen Forest Elementary (3)
Timberline High School (1)

Rainier School District
Rainier Jr. High (1)

Winlock School District
Winlock Miller Elementary (1)

Wishkah Valley School District
Wishkah Valley High School (2)

ESD 114 (4 teacher quota)

Cape Flattery School District
Clallam Bay School (K-12) (1)

Chimacum School District
Chimacum High School (1)

Port Angeles School District
Jefferson Elementary (1)

South Kitsap School District
South Kitsap High School (1)

ESD 121 (38 teacher quota)

Bellevue School District
Highland Junior High (1)
Sammamish High School (1)
Stevenson Elementary (1)

Bethel School District
Bethel Jr. High (3)
Spanaway Jr. High (1)

Clover Park School District
Hillside Elmentary (1)

Dieringer School District
Dieringer Middle School (1)
Lake Tapps Elementary (2)

Federal Way School District
Star Lake Elementary (2)
Thomas Jefferson High School (1)

Kent School District
East Hill Elementary (3)
Mattson Jr. High (3)
Meridian Elementary (2)
Park Orchard Elementary (1)

Lake Washington School District
Emily Dickinson Elementary (3)
Evergreen Jr. High (1)
Horace Mann Elementary (1)

Peninsula School District
Gig Harbor High School (2)
Key Peninsula Middle School (1)

Puyallup School District
Puyallup Senior High School (2)
Wildwood Park Elementary (1)

Tacoma School District
Hunt Jr. High (1)

Seattle School District
Summit K-12 (2)

Shoreline School District
Shorecrest High School (1)

ESD 123 (7 teacher quota)

Finley School District
Finley Elementary (1)

Kennewick School District
Southgate Elementary (1)

North Franklin School District
Connel Elementary (2)
Mesa Elementary (1)

Walla Walla School District
Garrison Jr. High (2)

ESD 171 (7 teacher quota)

Quincy School District
Pioneer Elementary (1)
Quincy High School (4)

Wentachee School District
Chelan/Douglas County Coop.
(special education) (1)
Wenatchee High School (1)

ESD 189 (12 teacher quota)

Bellingham School District
Bellingham High School (5)

Edmonds School District
College Place Middle School (2)
Spruce Elementary (5)

Veteran Teacher Shows Rookie the Ropes

by Jeannie Kever, The Daily News of Longview*

You don't know where the construction paper is, what to do about the boy who talks back in class or what to tell the parents of the girl who can't keep up with the other students. Marily Jacobs has helped Raylene Thompson survive those traumas besetting beginning teachers. Without Jacobs' guidance this year, Thompson says with a wry laugh: "I probably would have died. It seems to me if I hadn't had her here, I'd be floundering." Both women teach kindergarten at Kessler Elementary (Longview S.D.). This is the 18th year of Jacobs' teaching career; it is the first for Thompson. They were chosen at random to participate in the state's pilot mentor teacher program, which pairs beginning teachers with more experienced co-workers in an effort to ease the transition to life in charge of a classroom. There are 100 mentor teachers, each paid a $950 stipend, in the program this year; the Office of the Superintendent of Public Instruction (OSPI) hopes to expand that to 800 mentor teacher/beginning teacher pairs next year. The program also provides for sending both the mentor teacher and beginning teacher to several workshops.

Jacobs and Thompson share a classroom at Kessler--Jacobs uses it in the mornings, when Thompson is teaching at Columbia Valley Gardens Elementary and Thompson uses it in the afternoons, when Jacobs teaches in another room at Kessler--so their pairing seemed ideal. Jacobs describes her role as "just taking her under my wing and showing her the ropes." She has shared lesson plans and explained discipline policies, as well as given advice on filling out report cards and holding parent conferences. Having an experienced teacher to turn to is especially helpful for beginning teachers, Kessler Principal Conrad Bankson says, "because when you don't have a suitcase full of things that you bring with you, you've got to get them from somewhere." Jacobs, a Kelso H.S. graduate, remembers her own first day of teaching back in 1968. "You feel very helpless," she says. "You've had all these courses that teach you how to teach reading and math. And when the first kid misbehaves, it's panic time." That first year, she says, "discipline was the scariest thing. Boys would be smart-alecky. As a first-year teacher, your feelings get hurt."

Her advice to Thompson, or any new teacher, is "talk to the child and see if they realize they are doing it. A lot of children come from homes where that behavior is common." Once that's done, she recommends using the district's assertive discipline program, a system which outlines ahead of time the consequences of misbehaving. Thompson says she's asked Jacobs' opinion on everything from art projects to behavior problems. And when it came time for teacher conferences, she wondered, "what do I say to parents? What do I do?" Teachers should be honest with parents, Jacobs says. "Parents need to know if their child is having problems, but they also need to know the positive things." Jacobs says she's learned from her experience as a mentor teacher, too. Thompson, a graduate of R.A. Long H.S., worked as a day-care teacher and then substitute taught after her 1983 graduation from Brigham Young University, Utah. Jacobs says Thompson's day-care experience gave her fresh ideas, "a new vitality. And it keeps me on my toes, thinking of what I need to tell her."

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